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ABSTRACT

The purpose of this study was to obtain a descriptive profile of Canadian teachers in their first year of service. A questionnaire comprised of five sections was sent to beginning teachers. The document presents information gathered from this questionnaire on the following topics: Biographical information and details on teachers' qualifications and areas of specialization, the schools in which they taught and their teaching assignments, potential problems, the most valuable source of assistance and advice for new teachers, and comments about their overall job satisfaction and professional growth. Results of the questionnaire are presented in tabular form with narrative analysis. Samples of survey questions are appended. (JD)

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FIRST CLASS

(A Survey of Canadian Teachers
in Their First Year of Service)

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FOREWORD

This national survey of Canadian teachers in their first year of service has resulted in the identification of a number of significant opinions. While a few of the experiences were negative and, therefore, resulting in criticism, the majority of opinions were positive. These facts alone, give a degree of credibility to our educational system and to the agencies that participate in it.

The professional development responsibility of Canadian teachers as an obligation is clearly demonstrated in the manner we accept and associate with first-year teachers; a practice not common in all countries. The results of the survey definitely attest to the actuality that most of these teachers generally feel welcome in our schools. Also, many staff members, particularly experienced classroom teachers and principals, readily assist beginning teachers. Both parties benefit from the interaction; the new from the expertise of the experienced and the latter from the innovative ideas, enthusiasm and new skills of the first-year teacher.

Good teaching requires an individual to exhibit a variety of characteristics, possess a diversification of knowledge and to work in a satisfying environment. The survey provides evidence to indicate general satisfaction with the experience of performance of teachers in their orientation year.

Information obtained in this study should provide encouragement for existing beneficial practices in Canadian education to continue and the impetus for negative elements to be eliminated. Doctors Edward L. Edmonds and Frederic Bessai are to be congratulated for their pioneer "national survey" of teachers in their first year of service.

Gerald Praught
President
Prince Edward Island
Teachers' Federation

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Our thanks are due to the many people who cooperated so willingly, promptly, and generously in this survey, thereby enabling it to be brought to a quick conclusion.

In particular, we should thank respective provincial departments of education, teacher federations, school boards, and (most important of all) those first-year teachers who took the time off in their busy schedules to respond to our questionnaire.

We also wish to thank Betty Campbell for her immaculate typing, Darlene Ware for her painstaking content analysis, and Bonnie Suen for her never-failing computer assistance.

Finally, we must thank the Senate Research Committee of the University of P.E.I., and the Canadian Education Association whose small grants enabled the research study to be undertaken.

If the needs of children are to be met, however, teachers must be better prepared to face and to utilise the products of change. . . .The early years must be recognised as crucial, and surveys indicate that particular areas of concern to young teachers include general classroom management, learning difficulties of particular children, improving teacher skills, further knowledge of teaching methods and educational theory, and acquiring varied approaches to suit different teaching situations.

New Zealand Education and
Development Conference,
1974. Directions for
Educational Development,
pp. 67-68.

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Introduction

Interest in the problems of first-year teachers is longstanding. It dates back to the very commencement of compulsory, free, public education systems in Europe and on the North American continent, and in some countries long before that.

After World War II, with the widespread adoption of more permissive methodologies in the classroom and the adoption of more personalized teaching styles, this interest grew considerably, as, also it seemed, did the problems of young teachers. Here was a story rich in human elements and a well-spiced "battle-story" type of fiction became popular. The Blackboard Jungle, for example, in 1954; To Sir With Love, in 1964; or Up the Down Staircase that same year: all these dealt in varying degrees with the endemic problems of beginning teachers, the most prominent of which was classroom control. All too often, the neophyte idealism of the young teacher perished in the stormy seas of student indiscipline.

There were contributing factors such as raising the school leaving age (against the wishes of many students), large classes, consolidation of schools (with consequent uprooting of children and busing to purpose-built larger schools). In addition, there was a shortage of adequately trained teachers.

In Britain, Dr. Edmonds first drew attention to the pressures building up on beginning teachers (in "The First Year of Teaching," 1966). A much more substantial research study on a national basis by J.K. Taylor and I.R. Dale (University of Bristol, 1971) confirmed his

diganosis. Thereafter, a widening concern may be traced, with experimental solutions by various local education authorities. These have included more recently the appointment of "professional tutors" or "teacher tutors" within the school. Their primary function is to advise beginning teachers. Some local education authorities also developed teams of advisory officers with a predominantly pastoral role, which included helping newly appointed teachers. It should be observed, however, that the local education authority in that country is not the same as the school board in Canada. In Britain, the system of clearance from first year probation necessitates every teacher being inspected by the local education authority and Her Majesty's Inspector of Schools by the end of the first year of service. It is estimated that between 2% and 3% of first-year teachers are given extended periods of probation, the rest are given "tenure" in that, thereafter, they cannot be dismissed without cause.

In the United States, early studies showed a very haphazard attitude to the problems of the first-year teachers. Larger school boards and departments of education provided an advisory service rich in terms of human and material resources, and in theory at any rate, the principal was always there to advise his/her beginning teachers. But all these were "authority" figures, the principal in particular having an evaluative role to perform and therefore not likely to be approached by beginning teachers having problems. Some research revealed a sporadic approach towards helping the first-year teachers, and not surprisingly research concentrated on the interactional process in the classroom and in the staffroom. Printed questionnaires and follow-up interviews sought

answers to such questions as the most highly-rated sources of assistance to beginning teachers: selected references are given in the bibliography.

In Canada, it would seem very little research had been done prior to 1972. But two doctoral theses by D.G. Drozda (1972) and J.W. Fair (1973) revealed an awakening interest, as did J. McIntosh's doctoral thesis in 1976. All were concerned with the influences acting upon beginning teachers, with particular reference to changes, if any, in the direction of pupil control ideology. Dr. McIntosh showed clearly that the principal was not highly rated in this respect, being regarded rather as one concerned with observance of rules, with concentration on basal readers, with a preference for quiet, orderly classrooms. Beginning teachers regarded experienced teachers as their most appropriate source of advice, though the latter did not attempt to influence young teachers to adopt their own teaching styles. Students were also identified as conducive to beginning teachers changing their modes of teaching in the classroom. Parents too exercised an influence, particularly in their expressed desire for academic standards, and quiet, disciplined, orderly classrooms.

One other piece of good Canadian research may be mentioned, an opinionaire of first-year teachers regarding their educational preparation and their present teaching experience carried out by J.R. Bramwell and L. Opwins on behalf of the Teacher Education Committee of the Ontario Public School Men Teachers' Federation. This report noted that most teachers wished to remain in teaching and a majority believed that they were adequate teachers.

But all these studies were by their very nature local in context. Moreover, it was reasonable to inquire if beginning teachers' attitudes had changed as a result of the undoubted improvement in teacher education programs in Canada in the later 1970s.¹

One other emergent need for further study would be whether first-year teachers in Canada differed from first-year teachers in other countries, particularly in the United States, where it seemed:

*the initial demands of the school reality, discipline problems, finding oneself in and identifying with the new role of the teacher and the inability to immediately implement high education ideals and ambitions apparently bring about a disillusionment, loss of idealism, and a return to more traditional attitudes, less tolerance, and less sympathy for children and for their behavior.*²

Some confirmation of this came from a study by G. Moskowitz and J.L. Hayman:

*the classroom activities of the beginning teacher did not seem to be as diversified as those of the experienced teachers. Some first-year teachers introduced little new work but reviewed and drilled more. Only one time was an audiovisual aid seen being used by a new teacher.*³

In short then, the time seemed right for a more national survey to be undertaken, which might also be helpful to individual provinces.

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1. For some evidence of this, v. F. Bessai and E. Edmonds. Student Opinions of Student Teaching: A Canadian Survey. The Canadian Education Association, Toronto. August, 1977.
 2. R.E. Muuss. "Differential Effects of Studying Versus Teaching on Teachers' Attitudes." Journal of Educational Research, 63. 1969. p. 188.
 3. "Interaction Patterns of First-Year, Typical, and Best Teachers in Inner-City Schools." Journal of Educational Research, 67. 1974, p. 229.

Purpose and Procedures

Basically then, the purpose of the study was to obtain a descriptive profile of Canadian teachers in their first year of service. To accomplish this, data were sought in the following areas:

1. Biographical Background

- (a) What was the age and sex composition of the group?
- (b) How many were married and how many had dependents?
- (c) What size of high school did they attend?
- (d) How many had degrees and what were their certification levels?
- (e) How many were specialists at a given level of education, such as kindergarten or high school?

2. Placement

- (a) What was the approximate size of the schools in which they taught and what grade levels were taught in these schools?
- (b) How many were subject specialists in their positions and in what subjects did they specialize?
- (c) How many students were they responsible for?
- (d) How much free time did they have during the normal school hours each week?
- (e) How did they rate their work loads?

3. Potential Problem Areas

- (a) How did the teachers rate the availability and quality of teaching materials in their schools?
- (b) What was their assessment of the social climate and staff relationships in their schools?
- (c) How did they rate the availability and quality of such things as living accommodation and recreational facilities in their communities?

- (d) How successful did they consider themselves to be in task areas such as student discipline and evaluation?

4. Sources of Assistance and Advice

- (a) What school personnel, including administrators and fellow teachers, did beginning teachers find most helpful as sources of assistance and advice?
- (b) Which of these sources did they consider most useful?

5. Concluding Statement

- (a) What degree of satisfaction and fulfillment were first-year teachers currently experiencing?

The Questionnaire

A short, objectively scored, questionnaire was prepared comprising five sections. The responses were structured in the first four sections in order to facilitate keypunching and computer analysis. Section I of the questionnaire sought biographical information and details on teachers' qualifications and areas of specialization. Section II sought information about the schools they were in and the teaching assignments which they had. Section III was devoted to the potential problem areas mentioned earlier. Section IV asked them to identify their most valuable source of assistance and advice, and Section V consisted of a request for open comments on their overall job satisfaction and sense of fulfillment in the profession.

Selection of Sample and Data Collection

Early in 1978, a letter was sent to each of the ten provincial departments of Education, and to the Territories, inviting their co-operation in the survey. Six of the provinces and one territory generously provided lists of school names and addresses of first-year teachers

in their areas, and one of the territories reported having no first-year teachers. Three of the remaining provinces referred the authors to either local school boards (one sent a complete list), or to teachers' federations; lists of first-year teachers were thereby obtained. One province reported being unable to cooperate in the study.

In late April and early May, 1978, the English edition of approximately 1700 questionnaires was mailed to teachers in nine provinces and one of the territories. All questionnaires were accompanied by a covering letter explaining the purposes of the study, asking for teachers' cooperation, and assuring them of anonymity. Copies of both documents are included as an appendix.

A total of 1018 usable returns was obtained by the end of the school year and therefore no follow-up letter was sent. The percentage of usable returns was thus approximately sixty. (Fourteen other completed questionnaires were also received, but could not be included as they were not from teachers who fell within the authors' definition of first-year teachers as those in their first year of service with a school board. One was a speech therapist, classified as a first-year teacher; one was a British teacher on exchange, with eight years of previous experience in Britain; four had previously taught in other provinces; one had previously taught a different age range in a different type of school; and the remainder were returning to teaching after a break in their service. Six other uncompleted questionnaires were returned by the post office.)

The data were keypunched and analyzed through the kind offices of the Computer Centre of the University of Prince Edward Island.

The Findings

The age composition of the group is shown in Table 1. Nearly half of the respondents were in the 23 to 25 age category, and just over twenty percent were over age 25.

Table 1
Age Composition of the Group

Age Category	Number	Percentage
under 20	3	0.3
20-22	283	27.8
23-25	492	48.3
over 25	237	23.3
no response	3	0.3
	1018	100.0

Numbers and percentages of men and women are shown in Table 2. The sex ratio was approximately two to one in favor of women. Four hundred, or just over 40% were married, and 824, or approximately 81%, of the group had no dependents.

Table 2
Numbers of Men and Women in the Sample

Sex	Number	Percentage
Women	640	62.9
Men	344	33.8
No response	34	3.3
	1018	100.0

The sizes of high schools which they attended are shown in Table 3. Nearly half of the sample attended high schools with enrollments over 500 and just under one-third, or approximately 30%, attended high schools with enrollment between 250 and 500 students.

Table 3
Sizes of High Schools Which First-Year Teachers Attended

School Size	Enrollment	Number	Percentage
Small	under 250	218	21.4
Medium	250-500	302	29.7
Large	over 500	492	48.3
No response		6	0.6
		1018	100.0

The types of degrees and diplomas, or certificates in education, which they held are shown in Table 4. Just over 40% held a Bachelor of Education degree and approximately 35% had two degrees or more. Most of those in the latter category had a Bachelor of Education degree and a Bachelor of Arts degree. No count was made of the number who held graduate degrees. The findings indicate that just over 75% of the teachers had either a Bachelor of Education degree or two degrees. Only 7% had no degree and about the same proportion had a Diploma or Certificate in Education.

Table 4

Number and Types of Degrees and Certificates
Held by First-Year Teachers

Degrees and Certificates	Number	Percentage
Certificate or Diploma	72	7.1
B.A. or B. Music	61	6.0
B.Sc.	37	3.5
B.Ed.	424	41.6
Two degrees or more	353	34.7
No degree	71	7.1
	1018	100.0

The provincial certification levels are shown by number and percentage in Table 5. Just under 10% of the teachers held interim or temporary certificates and approximately 70% were in Class IV and higher. The smallest proportion were those in Class I; slightly over 3% had the equivalent of one year of training.

Table 5

Certification Levels of First-Year Teachers

Certification Level	Number	Percentage
Interim	99	9.7
I	34	3.3
II	56	5.5
III	65	6.4
IV	449	44.1
V	254	25.0
VI	61	6.0
	1018	100.0

The areas of specialization taken in their training are shown in Table 6. Some teachers had more than one area of specialization;

possibly combinations such as both junior and senior high, or kindergarten and primary or elementary, and hence the total number of responses (omitting nine who did not respond) is 1395. Over half of the teachers were specialists at the high school, and just over one-third at the elementary level.

Table 6
Areas of Specialization of First-Year Teachers

Specialization	Number	Percentage
Preschool or Kindergarten	61	4.4
Elementary	491	35.2
Junior High	329	23.6
Senior High	420	30.1
Other (technical, Vocational)	94	6.7
	1395	100.0

Summary of Biographical Background

A sample of 1018 teachers in their first year of service in Canada indicated that they were mostly young people between 20 and 25 years of age, nearly half were between ages 23 and 25 inclusive, and under one-quarter were over 25. About two-thirds were women, about 40% were married, and just over 80% had no dependents. Nearly half of them have taken their high school education in larger high schools with enrollments over 500. Over 90% have at least a bachelor's degree and, of these, over one-third have two degrees or more. Their provincial certification levels are correspondingly high with over 75% at Level IV or above.

The levels of instruction offered in the schools where the teachers were employed are shown in Table 7. The total is not shown since most schools offered more than one level of instruction and most respondents probably indicated 2 or more levels. The statistics indicate that approximately 68% of the teachers were in schools that offered elementary instruction, and just over 58% were in schools that offered instruction at the junior high level, and kindergarten and senior high schools were each of the order of 40-45%.

Table 7
Levels of Instruction Offered in the Schools
of First Year Teachers

Level	Number	Percentage*
Kindergarten	458	45.5
Elementary	689	68.5
Junior High	585	58.2
Senior High	404	40.2
*Calculated on the basis of 1006 who responded to this item		

The enrollments in their schools are categorized in Table 8. They were mainly in the 200 and over categories with about 51% of the teachers in schools with 300 or more students. Approximately 6% were in schools with fewer than 100 students and only 3% were in schools with fewer than 50 students.

Table 8
Enrollments in the Schools of First-Year Teachers

Enrollment Category	Number	Percentage
Under 50	31	3.0
50- 99	59	5.8
100-199	181	17.8
200-299	207	20.3
300 and over	524	51.5
No response	16	1.6
	1018	100.0

The various areas of subject specialization are shown in Table 9. Of the 1018 in the sample, 649, or approximately 64%, indicated that they were subject specialists; 356, or 35%, that they were not; and 13 did not respond. The largest proportions were Language specialists (about 29%). Health and Physical Education were next (approximately 22%); about 17% were Science specialists, and approximately the same number were Social Studies specialists. Just over 10% of the group were specialists in Mathematics, and over 11% were Music specialists. Some respondents held two or more specialties.

Table 9

Subject Specialties of First-Year Teachers

Subject	Number	Percentage*
Reading	97	15.0
Social Studies	114	17.7
Language	187	29.0
Health & Phys. Ed.	139	21.6
Mathematics	69	10.7
Music	74	11.5
Science	115	17.8
Art	36	5.6
Other (Library Sc, Bus. Ed., etc.)	47	7.3

*Based on 645--4 of the 649 did not indicate their specialties

The number of teachers who either had more than one class or taught very large classes is reflected in Table 10 which shows the number of students teachers were responsible for. About 47% of the teachers were responsible for more than 45 students. These were most likely subject specialists with multiple classes. Next in order of size were 23.5% who had classes of 16-25, and 17% with classes of 26-35 students.

Table 10

Number of Students for Which First-Year Teachers were Responsible

Intervals	Number	Percentage
under 15	88	8.6
16-25	239	23.5
26-35	173	17.0
36-45	30	2.9
over 45	477	46.9
No response	11	1.1
	1018	100.0

A question on the amount of free time which they had during normal school hours yielded the statistics in Table 11. Well over one-third had less than one hour of free time per week, and less than one-quarter had between one and two hours of free time. About 21% reported having over three hours.

Table 11

Amount of Free Time Per Week for First-Year Teachers

Intervals	Number	Percentage
under 1 hour	376	36.9
between 1 and 2 hours	243	23.9
between 2 and 3 hours	165	16.2
over 3 hours	218	21.4
no response	16	1.6
	1018	100.0

Teachers' ratings of their workloads are shown in Table 12. About 80% of the teachers had not changed classes or the teaching assignments which they started with at the beginning of the year. Just over 40% considered their workloads heavy and about one-third thought their workload was normal. Slightly more than 20% rated their workload very heavy.

Table 12

First-Year Teachers' Ratings of Their Workloads

Category Label	Number	Percentage
very heavy	221	21.7
heavy	423	41.6
normal	345	33.9
light	21	2.1
no response	8	0.8
	1018	100.0

Summary of Placements of First-Year Teachers

First-year teachers appeared to be fairly evenly spread in schools offering instruction at all or some combination of the kindergarten, elementary, junior and senior high levels. The greatest proportions were specialists in Language, Health, and Physical Education, Science, Social Studies and Reading in the order listed. Nearly half of the sample had multiple classes with responsibilities for more than forty-five students and nearly one-quarter of them had classes with enrollments between sixteen and twenty-five students. Well over one-third had less than one hour of free time on their weekly timetables and about 20% had more than three hours. 40% considered their workloads heavy and about one-third said their workloads were normal.

In Section III of the questionnaire, opinions were sought from the teachers about the availability and quality of the teaching materials and resources in their schools. Their ratings are shown in Table 13. The data indicate that consumables, A.V. equipment and books received the greatest proportion of excellent as well as good ratings. Films and filmstrips and laboratory and demonstration materials received the highest proportion of fair and poor responses. In general, about half of the teachers rated the availability and quality of resources and materials in the good and satisfactory category.

Table 13

First-Year Teachers' Ratings of the Availability
and Quality of the Teaching Materials and
Resources in Their Schools

Materials and Resources	No Response	Excellent	Good	Satis- factory	Fair	Poor
Books	38 (3.7)*	109 (10.7)	308 (30.3)	252 (24.8)	185 (18.2)	126 (12.4)
Films and film- strips	34 (3.3)	84 (8.3)	251 (24.7)	233 (22.9)	208 (20.4)	208 (20.4)
Lab materials	118 (11.6)	58 (5.7)	159 (15.6)	220 (21.6)	210 (20.6)	253 (24.9)
A.V. equipment	36 (3.5)	128 (12.6)	267 (26.2)	258 (25.3)	198 (19.4)	131 (12.9)
Maps, charts	102 (10.0)	72 (7.1)	226 (22.2)	303 (29.8)	186 (18.3)	129 (12.7)
Consumables (e.g. paper)	28 (2.8)	261 (25.6)	364 (35.8)	202 (19.8)	118 (11.6)	45 (4.4)
Gym and play- ground equipment	81 (8.0)	123 (12.1)	250 (24.6)	233 (22.9)	170 (16.7)	161 (15.8)

*Percentages based on N=1018 are shown in parentheses

Table 14 indicates their ratings of staff relationships in school and the availability and quantity of basic amenities in their communities. Generally about two-thirds of the teachers rated staff relationships in their schools as excellent and good. Less than 20% rated them in the fair and poor categories. Regarding the availability and quality of living accommodation in their communities, about one-third of the sample rated them as good and another one-third rated them in the fair and poor categories. Just over 20% said they were satisfactory and less than 15% said they were excellent. Recreation and leisure facilities received approximately the same ratings. About 45% rated them either as good or satisfactory with a majority in the good category and just under 40% rated them as fair or poor with a slight majority in the poor category. Cultural Amenities received the highest proportion of fair and poor ratings (31% and 17% respectively) and the smallest number of excellent and good ratings.

Table 14
First-Year Teachers' Ratings of School-Staff
Relationships and Amenities in Their Communities

Social and Community Variables	No Response	Excellent	Good	Satis- factory	Fair	Poor
School Staff Relationships	24 (2.4)*	300 (30.5)	364 (35.8)	150 (14.7)	109 (10.7)	71 (7.1)
Living Accommodation	20 (2.0)	137 (13.5)	325 (31.9)	219 (21.5)	143 (14.0)	174 (17.1)
Recreation and Leisure Facilities	17 (1.7)	138 (13.6)	285 (28.0)	182 (17.9)	187 (18.4)	209 (20.5)
Cultural Amenities	32 (3.1)	70 (6.9)	196 (19.3)	232 (22.8)	172 (16.9)	316 (31.0)
*Percentages based on N=1018 are shown in parentheses						

The final question in this section of the questionnaire asked teachers to rate themselves on a number of task areas in the classroom. The task areas and their self-assessments are shown in Table 15. Generally, teachers rated their performances as good and satisfactory. The task with the highest rating in the poor category was "assisting slower students," where about 3½% rated themselves as poor, and approximately 5% rated themselves as excellent and just over 20% rated themselves as fair. Maintaining a personal relationship with students received the highest proportion of excellent and good ratings. Nearly one-third rated themselves as excellent and over one-half as good. Lesson preparation received the next highest rating with just over 20% in the excellent category and approximately one-half in the good category. Student evaluation and student motivation show approximately the same ratings with about 40% to 50% rating themselves as good and about one-third rating themselves as satisfactory. Less than 1% rated themselves as poor on these tasks. Ratings on discipline and class control were about 45% in the good category, just below 30% rated themselves as satisfactory, and nearly 13% rated themselves as excellent.

Table 15

**First-Year Teachers' Ratings of Their Performance
in Seven Classroom Task Areas**

Task Area	No Response	Excellent	Good	Satis- factory	Fair	Poor
Progress with Classwork	22 (2.2)	60 (5.9)	600 (58.9)	284 (27.9)	50 (4.9)	2 (0.2)
Assisting Slower Students	14 (1.4)	52 (5.1)	323 (31.7)	373 (36.6)	221 (21.7)	35 (3.4)
Discipline and Class Control	17 (1.7)	131 (12.9)	462 (45.4)	291 (28.6)	101 (9.9)	16 (1.6)
Preparing Lessons	14 (1.4)	209 (20.5)	472 (46.4)	254 (25.0)	64 (6.3)	5 (0.5)
Student Evaluation	21 (2.1)	100 (9.8)	514 (50.5)	314 (30.8)	60 (5.9)	9 (0.9)
Student Motivation	21 (2.1)	84 (8.3)	443 (43.5)	372 (36.5)	89 (8.7)	9 (0.9)
Personal Relationship with Students	13 (1.3)	331 (32.5)	531 (52.2)	121 (11.9)	21 (2.1)	1 (0.1)

*Percentages based on N=1018 are shown in parentheses

The fourth section of the questionnaire sought information on the source of assistance and advice which teachers turned to when encountering problems and difficulties in their work. The findings are shown in Table 16. Respondents were asked to indicate the amount of help which they received from various professionals including educational administrators and fellow teachers, and from other sources such as staff meetings and professional literature. It is difficult to arrive at an accurate interpretation of the data since the relatively high numbers in the "no response" category for department head, fellow teachers in their first year, vice-principal, assistant superintendent, and consultant would indicate that these positions, or people, probably did not exist in some of the schools where teachers were working. Aside from that, however, the numbers in Column Two indicate that over half received a lot of help from experienced teachers or staff; 40% received a lot of help from the principal; and 30% received a lot of help from informal discussion in the staff room. The percentages in the third column indicate also that the professional literature, informal discussion in the staff room and staff meetings were of some help to about one-third of the teachers.

Table 16

Amounts of Assistance and Advice Received
by First-Year Teachers from Various Sources

Source	No Response	A Lot	Some	A Little	None
Superintendent	32 (3.1)*	43 (4.2)	140 (13.8)	228 (22.4)	575 (56.5)
Assistant Superintendent	198 (19.4)	35 (3.4)	99 (9.7)	148 (14.5)	538 (52.8)
Consultant	154 (15.1)	130 (12.8)	192 (18.9)	167 (16.4)	375 (36.8)
Principal	9 (0.9)	412 (40.5)	303 (29.8)	218 (21.4)	76 (7.5)
Vice-Principal	232 (22.8)	185 (18.2)	225 (22.1)	180 (17.7)	196 (19.3)
Department Head	497 (48.8)	109 (10.7)	96 (9.4)	46 (4.5)	270 (26.5)
Experienced Teachers on Staff	25 (2.5)	521 (51.2)	309 (30.4)	124 (12.2)	39 (3.8)
Fellow Probationary Teachers	242 (23.8)	164 (16.1)	216 (21.2)	147 (14.4)	249 (24.5)
Staff Meetings	34 (3.3)	93 (9.1)	325 (31.9)	357 (35.1)	209 (20.5)
Informal Staff Room Discussion	24 (2.4)	313 (30.7)	370 (36.3)	241 (23.7)	70 (6.9)
Professional Literature	27 (2.7)	177 (17.4)	374 (36.7)	332 (32.6)	108 (10.6)

*Percentages based on N=1018 are shown in parentheses

Another question in this section asked respondents to place in rank order their four most effective sources of help. The five most popular sources, with the numbers assigning a rank from one to four, are shown in Table 17. The data indicate that experienced teachers on staff are the most popular sources of help and advice for beginning teachers. The principal is second, informal staff room discussion is third, and the fourth most popular choice is professional literature.

Table 17

Rank Ordering of the Five Most Popular Sources
of Assistance to First-Year Teachers

Source	R A N K			
	First	Second	Third	Fourth
Principal	235 (23.1)*	180 (17.7)	152 (14.9)	117 (11.5)
Experienced Teachers and Staff	389 (38.2)	254 (25.0)	145 (14.2)	81 (8.0)
Informal Discussion	49 (4.8)	158 (15.5)	192 (18.9)	189 (18.6)
Vice-Principal	48 (4.7)	93 (9.1)	105 (10.3)	82 (8.1)
Professional	74 (7.3)	81 (8.0)	101 (9.9)	130 (12.8)

*Percentages based on N=1018 are shown in parentheses

The fifth and final section of the questionnaire invited individual comments from teachers on how they felt about their first year of service, and the degree of satisfaction and fulfillment which they were experiencing in their first job. 108 teachers made no comment, but the remaining 910 made comments of varying length, some a sentence or two, some much longer. A sample comment is included as Appendix II. Table 18 shows the number of teachers, categorized by province and by the degree of satisfaction and fulfillment experienced by them:

Table 18

Number of Teachers Categorized by Province and
by Degree of Satisfaction

	Yukon	British Columbia	Alberta	Saskatchewan	Manitoba	Ontario	Nova Scotia	New Brunswick	Prince Edward Island	Newfoundland	Unknown	Total
Very Satisfied	3	3	38	55	14	4	9	5	6	5	37	179
Satisfied	2	2	15	29	6	9	5	8	3	8	19	106
Satisfied with some Reservations	0	7	53	90	21	14	22	34	4	22	69	336
Dissatisfied	0	6	27	35	4	5	5	4	4	9	23	122
Dissatisfied and Very Critical	0	2	23	32	2	4	9	6	0	5	11	94
No Comment	2	3	14	23	11	6	3	8	4	8	26	108
Other Comments	0	3	11	16	5	5	4	7	3	4	15	73
Total	7	26	181	280	63	47	57	72	24	61	200	1018

The Yukon

There were only 7 questionnaires from the Yukon. Two of these did not include a final comment. Three of the comments indicated that the teachers were very satisfied with the first year of teaching. Although there were some difficulties and some frustrations, these teachers indicated that the first year had been a positive experience. The success of the initial year, their comments suggested, was due mainly to the support and help given by fellow teachers.

There were two comments which indicated that the teachers were

satisfied with the first year of teaching, but did have some reservations. One person emphasized the poor relationship with a distant and uncooperative staff and principal. The other person indicated a feeling of inadequacy in some areas and the lack of time to accomplish all that he/she wished to accomplish in the first year as a major problem.

British Columbia

There were 25 questionnaires from British Columbia. Five comments indicated that the teacher was either satisfied or very satisfied with his/her first year of teaching. Cooperation and support from administrative personnel and fellow staff members seemed to be the factors contributing to a successful year for these people.

The majority of the comments (13) fell into the two middle categories (Satisfied with some Reservations, and Dissatisfied). Time-consuming bookkeeping activities, long hours required for adequate planning and preparation of lessons and problems with discipline were the main themes in these comments.

The two comments from the category, "Dissatisfied and very Critical," emphasized poor administrators, lack of support from the school principal and poor staff relations as the major problems encountered.

Three questionnaires contained no comment. The final three questionnaires included comments about the inadequacy of teacher preparation courses at university with only passing reference to the fact that the first year of teaching had been difficult but, usually satisfying.

Alberta

There were 181 questionnaires from Alberta. More than one-quarter of the comments (53) indicated that the teacher was very satisfied or satisfied with his/her first year of teaching. Comments dealt mainly with the following topics, listed in order of frequency mentioned:

- 1) Despite the amount of work involved and the few inevitable frustrations encountered, these teachers found working with children to be very satisfying and fulfilling.
- 2) The support and assistance given by principals, vice-principals and other members of staff was rated as important and valuable by many of those who had had a very satisfying first year in the classroom.
- 3) Small class size and the availability of needed supplies and equipment were mentioned quite frequently as factors contributing to a satisfying and fulfilling first year.
- 4) Many indicated that they had learned a great deal during their first year and planned to use that newly acquired learning to make the second year of teaching even more successful.

Approximately one-quarter of the questionnaires (53) fell into the category of "Satisfied with some Reservations." Most comments fell into the following sub-categories, listed in order of frequency of appearance;

- 1) Although teaching was an enjoyable and satisfying experience, it entailed long exhausting hours of planning, preparation,

and correcting and that there never seemed to be enough time to do all the things that needed to be done.

- 2) Discipline problems were mentioned often.
- 3) Frequently, the teachers mentioned feeling inadequately prepared to teach the grades and/or subjects assigned to them. About half indicated that they felt that this was due to inadequate education courses at university. The other half indicated that they had found themselves teaching outside their area of specialization.
- 4) Poor communication with staff and/or administrators was a problem encountered by some teachers. A few mentioned bureaucratic red tape as a related problem.
- 5) The inability to get organized in terms of planning lessons, developing a routine, and establishing discipline, especially at the beginning of the school year was a problem for some. A few indicated that the lack of necessary supplies and equipment as well as little or no consultative help contributed to the difficulty of getting organized.
- 6) A small number (4) of teachers found the isolation of the community and lack of social life detracted from an otherwise quite satisfactory year of teaching.
- 7) One person encountered parental apathy, another student apathy, which resulted in a lesser degree of satisfaction.

There were 27 responses from teachers in Alberta who were dissatisfied. Their comments tended to be brief and often general in nature:

- 1) Seven teachers indicated that they were dissatisfied and/or frustrated by their experiences in the first year of teaching, but they did not elaborate further.
- 2) Seven more teachers indicated that discipline problems were largely responsible for the feelings of dissatisfaction.
- 3) Lack of help, guidance and encouragement from superiors, peers, and/or parents led to feelings of dissatisfaction for five teachers.
- 4) A few teachers complained of the heavy workload.
- 5) A few teachers, working with native children, cited poor attendance and student apathy as reasons for feelings of dissatisfaction.
- 6) One person indicated that high enrollment in a multi-grade classroom made the first year an unsatisfactory one.

There were 23 responses from teachers in Alberta who were dissatisfied and very critical. Their comments were often long and indicated a feeling of dissatisfaction with a number of things. Listed in order of frequency of appearance, the following sub-categories of comments were noted:

- 1) The heavy workload and inadequate time for sufficient planning, preparation and marking were most frequently mentioned.
- 2) Problems with administrators and/or other staff members, ranging from poor communication and lack of help to serious disagreements over educational philosophy were items mentioned next most often.
- 3) The third most frequently mentioned problem related to matters

of discipline.

- 4) A big gap between the theoretical world of the university and the real world of teaching received considerable criticism from teachers.
- 5) A number of teachers experienced difficulties resulting from the need to teach outside the area of specialization.
- 6) A small number of teachers mentioned the apathy of students or parents.
- 7) A small number mentioned the lack of needed supplies and equipment as a major obstacle in the first year of teaching.

There were 11 comments which did not directly relate to the topic of degree of satisfaction and/or fulfillment during the first year of teaching.

- 1) The greatest number of comments described the community and living conditions experienced by the teacher.
- 2) Next most frequently mentioned were comments related to university training, in particular, the inadequacy of most courses and student teaching to prepare the beginning teacher.
- 3) Several people included a detailed job description without indicating the degree of fulfillment experienced on the job.

Saskatchewan

The greatest number of responses (280) came from Saskatchewan. 23 persons chose not to include a comment. Of those who did choose to write a comment, 55 indicated that they were very satisfied with the first year of teaching. The categories of comments in order of frequency mentioned are as follows:

- 1) Over half of the comments were an enthusiastic reaffirmation that the first year of teaching had been both rewarding and fulfilling.
- 2) About one-quarter of the comments indicated that help, advice, encouragement and/or regular feedback from administrators or other staff members, or from both, was the main factor contributing to a very satisfying first year of teaching.
- 3) About one-fifth mentioned that the opportunity to work closely with children was the most fulfilling and satisfying part of teaching. About half of these found they learned as much from the students as the students learned from the teachers.
- 4) A small number mentioned university training. Three comments were mildly critical of university education courses; one comment praised teacher preparation courses taken at university.

There were 29 comments in the category "Satisfied." Of these, 19 were simply statements reaffirming that the year had been a satisfying and enjoyable one. As well as mentioning satisfaction obtained, three comments also referred to university training--two were mildly critical, one full of praise for the preparation received at university. 5 comments indicated that the opportunity to work with children made the year a rewarding one. The remaining 3 comments referred to constructive criticism and/or encouragement given by administrators and fellow staff members.

By far the largest category (90 out of 280) was that of "Satisfied with some Reservations." The sub-categories of these comments are listed in order of frequency of appearance:

- 1) Approximately one-quarter of the comments indicated that the first year of teaching had been satisfying at times and frustrating at other times. Most indicated that they had learned a great deal from mistakes they had made and looked forward with enthusiasm to the second year of teaching.
- 2) Another one-quarter of the comments emphasized that teaching, although satisfying, involved an extremely heavy workload. Most felt that there was always too much to do and not enough time in which to do it.
- 3) Ten teachers indicated that staff problems (ranging from apathy of fellow workers toward new programs, failure to share ideas and information with beginning teachers, to outright hostility) detracted from an otherwise satisfactory first year of teaching.
- 4) Problems with discipline were mentioned by ten teachers.
- 5) Eight persons felt that teacher training courses at the university had not adequately prepared them for the job of teaching. Because they felt poorly prepared, they did not have an entirely successful first year.
- 6) Little or no guidance, help or feedback from administrative personnel led to a less than satisfactory year for seven teachers.
- 7) Four people mentioned personal feelings of inadequacy due to unfamiliar subject matter or inability to handle certain situations as factors detracting from a fully satisfying year.
- 8) The following factors were mentioned by a few persons as problems in the first year of teaching--poor living conditions and/or

isolation of community, lack of social life, lack of supplies and/or equipment, student apathy, and poor attendance by students.

Thirty-five teachers from Saskatchewan, judging by their comments, were dissatisfied with the first year of teaching.

- 1) The biggest single problem for nine of these teachers related to matters of discipline.
- 2) Conflicts between staff members, lack of support for new programs from fellow teachers, and/or reluctance of experienced teachers to give help and encouragement led to dissatisfaction for five teachers.
- 3) Four teachers mentioned the heavy workload and lack of sufficient time for planning and preparation. They did not indicate the degree to which they experienced either satisfaction or fulfillment from the job.
- 4) Four other teachers commented that the year had been unsatisfactory, but did not supply reasons for their dissatisfaction.
- 5) Lack of help, guidance and/or constructive criticism from administrative personnel led to dissatisfaction for three teachers.
- 6) Three teachers working in predominantly native schools mentioned student apathy and irregular attendance as reasons for feeling dissatisfied with the first year of teaching.
- 7) Three teachers were critical of the teacher training they had received--indicating that university courses bore little relevance to the real job of teaching.

- 8) The few remaining comments indicated problems such as poor parental attitudes toward education, and feelings of inadequacy due to the necessity of teaching courses outside the areas of specialization.

Thirty-two Saskatchewan teachers were dissatisfied and very critical. Of those thirty-two, twelve teachers found that student apathy and disrespect and the resulting discipline problems were the major reasons for dissatisfaction with the first year of teaching. The remaining comments were equally distributed throughout the following sub-categories:

- 1) No feedback, help, or encouragement from administrative personnel.
- 2) An intolerably high level of stress and frustration.
- 3) A very heavy workload, combined with high and perhaps unrealistic expectations from parents and administrators.
- 4) Low staff morale--little help or encouragement from fellow staff members.
- 5) Feelings of inadequacy due to the necessity of having to teach outside one's area of specialization.
- 6) University courses emphasized why certain things should be done in the classroom, but failed to teach prospective teachers how to put theories into practice.
- 7) A lack of adequate supplies and equipment.
- 8) The first-year teacher usually gets the worst students and the least desirable jobs in the school.

The remaining 16 teachers wrote comments which did not deal specifically with the degree of satisfaction or fulfillment experi-

enced during the first year of teaching. The majority of these comments could be divided into two sub-categories:

- 1) Seven teachers commented on the failure of university courses to adequately prepare the beginning teacher for the real world of teaching. Two of these did have a few words of praise for the internship experience.
- 2) Seven teachers each described, in detail, the unique characteristics of his/her particular job.

The remaining two comments defy categorization.

Manitoba

There were 63 questionnaires received from Manitoba. Of these, 11 persons chose not to include a comment. There were 14 teachers who indicated that they were very satisfied with the first year of teaching. Seven teachers used superlatives to describe their satisfaction and fulfillment in the first year of teaching but did not suggest explicit reasons for their positive experiences. The remainder of the comments were equally distributed across a number of sub-categories, such as:

- 1) Very satisfied, but worried about future employment opportunities.
- 2) Exhausting work, long hours, but rewards make it all worthwhile.
- 3) A helpful and supportive staff and/or principal were the important factors contributing to a very satisfying year.
- 4) The best aspect of a very satisfying year was the opportunity to work with children.

Six teachers from Manitoba indicated that they were satisfied

with the first year of teaching. Four comments were of a very general nature, simply reaffirming that the year had been a satisfactory one. The other two comments referred to support, help and encouragement received throughout the year from principal and staff.

The largest single category of comments (21) was the one in which teachers indicated that they were satisfied with some reservations:

- 1) Six teachers found teaching emotionally taxing and often frustrating, but still received considerable satisfaction from the job.
- 2) The very heavy workload and organizational problems, especially at the beginning of the school year was a factor mentioned by four persons.
- 3) Three people mentioned poor relations with staff and administration as detracting from an otherwise satisfying year.
- 4) A shortage of necessary supplies and equipment was mentioned by three persons.
- 5) Each of the following sub-categories refers to a difficulty encountered by one teacher:
 - difficulties involved with a team teaching situation.
 - problems adjusting to language and cultural differences involved in teaching on an Indian Reserve.
 - poor community relations and lack of support from parents.
 - a large discrepancy between teacher training and the real world of teaching.

Four persons from Manitoba were dissatisfied with the first

year of teaching. The comments were very general. All expressed a desire to try teaching again and seemed to anticipate a more positive experience awaited them in the second year.

Two persons from Manitoba were dissatisfied and very critical. Both emphasized discipline problems and lack of assistance and support from administrative personnel as the major difficulties in the first year of teaching.

There were five comments which did not fit into any of the designated categories. Two persons were mildly critical of teacher training courses, the others dealt with specifics of the job and/or comments on the survey itself.

Ontario

There were 47 questionnaires from Ontario. Six teachers chose not to comment. Four teachers indicated that their first year of teaching had been very satisfactory. Two mentioned the help and support received from the principal as a major factor. The other two teachers emphasized good relations with children, parents and fellow teachers as important factors contributing to a successful year.

Nine teachers from Ontario indicated that their first year of teaching had been satisfactory. Three persons indicated that a helpful and supportive staff and principal contributed greatly to a successful year. Two teachers commented that they had learned a great deal from the first year of teaching and were looking forward to the next year. One person emphasized the enjoyment and fulfillment received from working with children. Two persons were positive about their first year experience but wrote in generalities rather than specifics.

The largest group of comments (14) fell in the category of "Satisfied with some Reservations." Of these, one-half (7) indicated that they had derived satisfaction from the job but were often frustrated by the heavy workload and insufficient time. The other comments were evenly distributed over several sub-categories, listed below:

- discipline problems
- poor preparation for teaching at university
- no help, advice or assistance from superiors
- declining enrollments which could have serious consequences for future employment.

Five teachers indicated that they were dissatisfied with the first year of teaching. Their comments indicated that student apathy, discipline problems and the heavy workload were the factors which resulted in an unsatisfactory experience in the classroom.

Four Ontario teachers were dissatisfied and very critical. Their comments fell into four distinct sub-categories:

- serious difference of opinion with educational administrators about basic issues.
- an emotionally draining year, made more difficult by a lack of support from supervisory staff.
- large classes, heavy workload and little or no appreciation for work done.
- constant moves from school to school, grade to grade and finally termination of employment due to declining student population.

There were five comments in the "Other Comments" category.

Inadequate teacher preparation courses, and very general comments dealing with the specifics of a particular job were included.

Nova Scotia

There were 57 questionnaires received from Nova Scotia. Three teachers did not include a comment. Nine teachers indicated that their first year of teaching had been very satisfactory. Their comments could be divided into three sub-categories:

- 1) Four teachers emphasized the importance of the opportunity to work closely with children as an important feature of the first year in the classroom.
- 2) Three teachers used many superlatives to emphasize the positive nature of the first year of teaching. However, they did not include details to explain why the year had been so wonderful.
- 3) Two teachers emphasized the importance of good student and staff relations.

Five Nova Scotia teachers were satisfied with the first year of teaching. All comments were brief and merely reaffirmed that the year had been satisfying and/or fulfilling.

The greatest number of comments (22) were in the category of "Satisfied with some Reservations":

- 1) About one-third of the comments (8) described feelings of inadequacy and lack of self-confidence as problems during an otherwise satisfactory year.
- 2) Five teachers found the year to be hectic, busy, and often frustrating. They felt the lack of time to do an adequate

job was a major problem. However, they all indicated that they had experienced a considerable degree of satisfaction despite the problems.

- 3) Five teachers had a satisfactory year but found the workload extremely heavy.
- 4) The remainder of the comments dealt with the lack of equipment, administrative red tape, discipline problems and inadequate university training.

Five persons from Nova Scotia were dissatisfied with their first year teaching experience. Three comments were brief and non-specific in nature. One person was critical of teacher preparation courses he/she had taken in university. The remaining person complained of large class size and resulting discipline problems.

There were nine comments in the category, "Dissatisfied and very Critical":

- 1) Three persons cited the extremely heavy workload as the main reason for dissatisfaction.
- 2) Two teachers described lack of freedom and the lack of professionalism among teachers as severe problems.
- 3) Two persons complained of the lack of help and support from peers and superiors.
- 4) One teacher of French ran into a high level of resistance toward the subject from both students and parents.
- 5) The last person included a copy of his letter of resignation in which he indicated complete disillusionment with the entire educational system.

There were four comments in the last category, "Other Comments." Three of the comments were detailed descriptions of the specific job performed by that teacher. The fourth comment was a highly critical commentary on the value of teacher training courses at university.

New Brunswick

There were 72 responses from New Brunswick. Eight persons chose not to include a comment. Five teachers indicated that the first year of teaching had been very satisfactory. Their comments indicated that they had received a great deal of satisfaction and fulfillment from teaching. However, none of the comments was detailed.

Eight teachers were satisfied with their first year of teaching. One comment referred to the value of discussions with fellow teachers. The remaining seven comments were very brief and simply stated that the year had been a satisfactory one.

By far the largest category was, "Satisfied with some Reservations" (34):

- 1) The greatest number of teachers (12) found that there were a great many frustrations during the first year of teaching. However, despite the stress-producing difficulties, they did experience a considerable measure of satisfaction and looked forward to a second year on the job.
- 2) Six teachers found the heavy workload (preparation and planning of lessons and numerous extracurricular activities) to be somewhat of a problem. Most, however, indicated that the satisfaction derived usually made the hard work worthwhile.

- 3) Discipline problems decreased the level of satisfaction for four teachers.
- 4) Inadequate supplies and/or equipment (usually for home economics or physical education) were a problem for four teachers.
- 5) The remainder of the comments were evenly distributed over a number of sub-categories such as:
 - too much travel from school to school
 - no help or feedback from superiors or peers
 - general student apathy
 - problems related to teaching outside one's area of specialization.

Four teachers from New Brunswick were dissatisfied with their first year of teaching. Their comments indicated that heavy workload, bureaucratic red tape and lack of advice and constructive criticism from administrative personnel led to feelings of dissatisfaction.

There were six comments in the category, "Dissatisfied and very Critical." Most of these teachers mentioned the poor attitudes of students (disinterested, disrespectful) and the resulting discipline problems as the biggest difficulties during the first year of teaching. Also mentioned were poor staff relations and lack of either help or support from superiors and peers.

In the category, "Other Comments," there were seven comments. Three of these comments dealt with the inadequacies of teacher preparation courses at university and suggested a need for more practical experience in the classroom during university training. The other comments were job descriptions or elaborations of the teacher's own philo-

sophy of education.

Prince Edward Island

There were just 24 questionnaires from Prince Edward Island. Four persons chose not to include a comment. There were no comments in the category, "Dissatisfied and very Critical."

Six described their first year as very satisfying. Their comments emphasized good community relations, helpful and supportive fellow teachers and the satisfaction received from working with children and seeing them progress throughout the year.

Three persons described their first year of teaching as satisfactory. Their comments indicated that they looked forward to the second year as an opportunity to make changes and to do some things differently.

There were four teachers who were satisfied with some reservations. Most indicated that the year had been both frustrating and satisfying. Heavy workload, inadequate resource materials and lack of time to accomplish desired goals were problems that were mentioned.

Four teachers were dissatisfied with the first year of teaching. Discipline problems, student apathy, heavy workload, and inadequate preparation time, were the major factors leading to an unsatisfactory year. One person suggested a need for more practical experience in university training.

In the category, "Other Comments," two teachers gave a detailed job description. The third person expounded on his/her philosophy regarding matters of discipline in the home and in the school.

Newfoundland

There were 61 questionnaires from Newfoundland, eight of which did not include a comment. Five persons indicated that the first year of teaching had been very satisfying. Two persons' comments included praise for both students and fellow teachers as sources of help, inspiration and encouragement. The other comments merely emphasized, through the use of superlatives, how very satisfying the first year had been.

Eight teachers indicated that their first year had been satisfactory. Three persons stressed the importance of personal contact with children as the main contributing factor to a successful year. Two persons had praise for the internship experience as good preparation for actual teaching. The remaining comments were brief and of a very general nature.

The largest category (22) was that of "Satisfied with some Reservations":

- 1) Six teachers indicated that personal inadequacies such as lack of specialized training, lack of confidence, etc., led to some frustration.
- 2) The very heavy workload, usually associated with a multi-grade classroom, was the major problem for six teachers.
- 3) Three teachers were mildly critical of the university training they had received.
- 4) Two persons found teaching satisfying but had some difficulty adjusting to life in a very isolated community.
- 5) The remainder of the comments dealt with such things as:

- lack of professionalism on the part of fellow teachers
- discipline problems
- difficulties involved in travelling to several schools
- limited resources
- lack of guidance and support from administrative personnel.

Nine teachers were dissatisfied with the first year of teaching. Their comments were fairly evenly distributed over a considerable number of sub-categories. Some of the problems mentioned were: student disrespect and apathy, discipline problems, lack of acceptance by students and parents of French instruction, heavy workload, isolation and lack of social life in the community.

Five teachers from Newfoundland were dissatisfied and very critical. Two teachers were extremely negative about teaching in general but did not describe specific problems encountered throughout the year. Discipline problems, lack of adequate facilities and lack of professionalism and expertise on the part of fellow teachers were the main items mentioned in the remaining comments.

There were four remarks in the category, "Other Comments." Two comments were very general, one was a detailed job description and the fourth was mildly critical of university training.

Unknown

The province of origin of 200 questionnaires was unknown. Within this group, there were 26 questionnaires which contained no comment. There were 37 responses which fell into the category, "Very Satisfied":

- 1) The greatest number of comments (17) were of a general nature, indicating a high degree of satisfaction with the job and

expressing pleasure at having chosen such a rewarding profession.

- 2) Six persons indicated that help and/or encouragement from one or more fellow staff members had been instrumental in making the year very rewarding.
- 3) Five persons mentioned the satisfaction derived from working with children and seeing them progress academically and socially throughout the year.
- 4) The remainder of the comments were quite evenly distributed over the following sub-categories:
 - great pleasure derived from participation in extracurricular activities.
 - very satisfied with teaching but critical of university training.
 - teaching half-time allowed ample time for preparation
 - excellent facilities and equipment
 - help from administrative personnel
 - help from the Lord.

Nineteen teachers indicated that they were satisfied with the first year of teaching:

- 1) Seven teachers described the first year as very challenging but also satisfying.
- 2) Five persons were satisfied with teaching but included no further details.
- 3) Four teachers indicated that they had learned a great deal and were looking forward to the second year of teaching.

- 4) The remainder of the comments mentioned deriving satisfaction from working with slower children and seeing them make progress throughout the year.

Approximately one-third of the total number of comments (69) fell into the category, "Satisfied with some Reservations":

- 1) About half of the comments (30) dealt with the very heavy workload which left teachers exhausted, frustrated and constantly wishing for more time. Despite this, they indicated a considerable degree of satisfaction with the job.
- 2) Lack of guidance, help, and/or encouragement from administrative personnel (especially in situations where a new program was being established) was a complaint of eight teachers.
- 3) Seven teachers found that discipline problems were the main reason for a less than perfect first year of teaching.
- 4) Seven comments dealt with criticisms of university training. Most indicated that university courses presented too idealistic a picture of teaching and that there was not enough emphasis on practical matters such as how to handle various discipline problems.
- 5) The lack of enthusiasm for teaching and/or lack of professionalism on the part of fellow teachers was a criticism in five of the comments.
- 6) The remainder of the comments were fairly evenly distributed over the following sub-categories:
 - problem of student apathy
 - too much paperwork and administrative red tape

- having to travel between numerous schools and/or travel long distances between home and school
- lack of adequate facilities
- problems of inadequacy due to having to teach outside one's area of specialization.

23 teachers were dissatisfied with their experiences during the first year of teaching. The comments of these teachers were quite evenly distributed throughout the following sub-categories:

- 1) Feelings of inadequacy due to poor teacher training courses in university.
- 2) Problems involving discipline
- 3) Teaching in an area and/or grade level for which he/she had not been trained.
- 4) A general feeling of frustration and dissatisfaction but no further details given.
- 5) Music teachers who felt that their subject was not really taken seriously by students, parents or fellow teachers.
- 6) Lack of help, guidance and/or encouragement from administrators or fellow teachers.

Eleven questionnaires included comments which indicated that the teachers were very dissatisfied with the first year of teaching:

- 1) Student apathy, laziness and frequent absenteeism were very distressing to three teachers.
- 2) Three other teachers described clashes with administrative personnel and dissatisfaction with the lack of support and encouragement.

- 3) The remainder of the comments dealt with discipline problems, the extremely heavy workload, and the very wide gap between the idealistic world of the university and the real world of the classroom.

Fifteen teachers wrote comments which did not deal directly with the degree of satisfaction or fulfillment in the classroom:

- 1) Three teachers gave a detailed description of a particular job or community situation without specifying whether they were satisfied or dissatisfied.
- 2) Three teachers were critical of the type and quality of teacher training courses taken in university.
- 3) Three teachers praised fellow teachers for the help and encouragement received throughout the year.
- 4) The remainder of the comments dealt with the employment situation for teachers and/or gave general comments on educational philosophy.

Table 19 lists the most frequent comments experienced with sub-categories listed in order of frequency mentioned.

Table 19

Most Frequent Comments Expressed with Sub-Categories
Listed in Order of Frequency Mentioned

Very Satisfied	Satisfied	Satisfied, with some Reservations	Dissatisfied	Dissatisfied and very Critical	Other Comments
General	General	Heavy workload, stress, lack of time	Discipline Problems	Heavy workload, stress, lack of time	Critical of university training
Got help, guidance and encouragement	Enjoyed working with children	Lack of help, guidance and encouragement	Heavy workload, stress, lack of time	Discipline Problems	Detailed Job Description
Enjoyed working with children	Challenging but satisfying	Discipline Problems	General	Lack of help, guidance and encouragement	General
Good supplies, equipment, facilities	Praise for university training	Working outside area of specialization	Critical of university training	Student apathy, disrespect, absenteeism	
Praise for university training	Critical of university training	Critical of university training	Lack of help, guidance, and encouragement	Critical of university training	
Critical of university training	Good supplies equipment, facilities	Lack of enthusiasm and professionalism by peers	Lack of enthusiasm and professionalism by peers	Lack of enthusiasm and professionalism by peers	
		Lack of supplies, equipment, facilities	Student apathy, disrespect and absenteeism	Lack of supplies, equipment, facilities	
		Student apathy, disrespect, absenteeism	High enrollment	Working outside area of specialization	
		Isolation, culture shock, no social life	Working outside area of specialization	Travel Problems	
		Paper work, red tape	Isolation, culture shock, no social life		
		Travel Problems			

An Explanation of the Categories Used

Very Satisfied: Those comments which were positive in tone throughout, emphasizing the good experiences and minimizing or omitting any problems encountered.

Satisfied: Those comments which indicated a satisfactory experience but which were usually brief, not elaborating on the kinds of enjoyable or fulfilling experiences.

Satisfied with some Reservations: Those comments which indicated that teaching was usually satisfying but that there were frequent periods of frustration or difficulty, etc. Also, those comments which indicated that the actual teaching had been satisfying but that other factors such as isolation, poor facilities, lack of social life, etc., had been a problem.

Dissatisfied: Those comments which indicated that the year had not been a very satisfactory one but which did not include details or elaboration explaining why the year was unsatisfactory. Also, those comments in which the person indicated personal shortcomings or feelings of inadequacy as the major problem but indicated that he/she hoped that the second year would be better.

Dissatisfied and very Critical: Those comments which were extremely negative, including details about the problems, frustrations, etc., encountered during the year.

Other Comments: Those comments which did not deal directly with the degree of satisfaction experienced in the first year, but instead emphasized the poor employment situation for teachers or teacher preparation courses at university, or detailed descriptions of his/her

specific job.

Very Satisfied

Approximately one-third of the comments consisted of an abundance of superlatives but no real details to explain why the first year of teaching had been so satisfactory.

Another third of the comments mentioned the support, help, advice and encouragement received from fellow teachers and/or supervisory personnel as a major factor contributing to a very satisfying and fulfilling year.

One-quarter of the comments stressed the importance of the opportunity to work with children and to help them develop academically and socially throughout the year.

Each of the following factors was mentioned by two to five teachers as crucial factors in a very satisfactory year:

- 1) good supplies, equipment and facilities
- 2) praise for university teacher training.

Three teachers who had had a very satisfactory year included mild criticisms of university teacher training courses.

Satisfied

Approximately one-half of the comments in this category were very general in nature--usually a brief statement to the effect that the year had been a satisfactory and/or enjoyable one.

About one-fifth of these teachers emphasized the importance of the opportunity to work with children. Another one-fifth stressed the positive value of support, encouragement and help received from

fellow teachers and/or administrators.

Approximately one-fifth of the comments described the first year as challenging, but satisfying. These teachers all indicated that they were looking forward to the second year of teaching.

Several teachers had praise for the teacher training courses they had taken in university. An equal number were critical of the value of teacher training courses.

A few teachers indicated that small class size and a well-equipped school were factors which contributed to a satisfactory year of teaching.

Satisfied with some Reservations

There were more comments in this category than in any of the other categories--approximately one-third of the total.

Just slightly less than half of these comments included some mention of the heavy workload and/or lack of time to accomplish desired goals. Because of these problems, the teachers experienced some frustration or stress during the year. However, despite problems, these teachers did describe the first year of teaching as a satisfactory experience.

Each of the following sub-categories constituted about one-tenth of the total comments in this category:

- 1) A satisfactory year despite problems maintaining discipline in the classroom.
- 2) A satisfactory year despite the lack of help, guidance and/or encouragement from administrative personnel.
- 3) A satisfactory year despite feelings of personal inadequacy--

usually due to the necessity of teaching outside one's area of specialization.

- 4) A satisfactory year despite the fact that university teacher training courses did not provide adequate preparation for the real world of the classroom.

The following sub-categories were each described by five to ten persons as problems which marred an otherwise satisfactory first year of teaching:

- 1) Lack of enthusiasm and/or professionalism on the part of fellow staff members.
- 2) A lack of adequate supplies, equipment and facilities in the school.
- 3) Apathy, disrespect and/or frequent absenteeism by students.
- 4) Isolation, culture shock (such as on an Indian Reserve) and lack of social life.
- 5) Too much paperwork and bureaucratic red tape.
- 6) Constant travel between schools and/or the necessity of commuting a long distance between home and school.

Dissatisfied

Approximately half of the comments in this category were equally distributed over the following three sub-categories:

- 1) Classroom management and related discipline problems caused considerable dissatisfaction.
- 2) The heavy workload and insufficient time for planning and lesson preparation led to considerable frustration and dissatisfaction.

- 3) Some comments expressed general dissatisfaction but did not supply details to explain why the first year of teaching was unsatisfactory.

Approximately one-third of the comments in this category were equally distributed over the following four sub-categories:

- 1) The inadequacy of teacher training courses was a major contributing factor to an unsatisfactory year for one group of teachers.
- 2) A major problem for another group of teachers was the lack of help, guidance and/or encouragement from administrative personnel.
- 3) Apathy, lack of professionalism, petty conflicts and an unwillingness to help new teachers led one group of teachers to be critical of their fellow staff members.
- 4) Student apathy and/or poor attendance led to dissatisfaction for another group of teachers.

Each of the sub-categories listed below describes a complaint of three to five teachers who were dissatisfied with the first year of teaching:

- 1) High enrollment combined with a multi-grade classroom.
- 2) Feelings of inadequacy due mainly to the necessity of teaching outside one's area of specialization.
- 3) Isolation, culture shock, and/or lack of social life.

Dissatisfied and very Critical

A little more than half of the total number of comments in this category were fairly evenly distributed over the following sub-

categories:

- 1) An extremely heavy workload, lack of adequate planning and preparation time, and a high level of stress led to a very unsatisfactory year for one group of teachers.
- 2) Serious discipline problems were the main reason for dissatisfaction for another group of teachers.
- 3) A third group of teachers cited the lack of help, guidance, and/or encouragement from administrative personnel as the major reason for an unsatisfactory first year of teaching.
- 4) Student apathy, disrespect for teachers and irregular school attendance led to a very unsatisfactory year for one group of teachers.

Each of the following sub-categories deals with a problem or complaint mentioned by two to six teachers as the main reason for dissatisfaction with the first year of teaching:

- 1) Feelings of inadequacy in the classroom due to poor teacher training courses in university.
- 2) Apathy, lack of professionalism, lack of help on the part of fellow teachers.
- 3) Lack of necessary equipment and facilities in the school.
- 4) Feelings of inadequacy due to the necessity of having to teach outside one's area of specialization.
- 5) Problems related to travelling to several schools.

Other Comments

Approximately one-third of the comments in this category dealt with criticisms of the type and quality of teacher training

received in university. Most comments indicated that there was a wide gap between the idealistic teaching situations described in university classes and the real world of the actual classroom. About half of these comments stressed the need for more practical work in teacher training courses.

Another one-third of the comments in this category were actually detailed descriptions of a particular job or a particular community. The degree of satisfaction or dissatisfaction experienced during the year was not included in these comments.

The remainder of the comments in this category dealt with such matters as praise for fellow workers, a discussion of educational philosophy, an evaluation of the employment situation for teachers and comments which defied categorization.

Summary and Discussion

Generally, the first-year teachers were satisfied with the availability and quality of the resources and materials in their schools, and about two-thirds rated their school-staff relationships as excellent and good. Living accommodations in their communities were rated mainly as good and satisfactory, with about one-third of the ratings in the fair and poor categories. Recreation and leisure facilities were rated by nearly one-half as good and satisfactory, and cultural amenities were less favorable.

Teachers' self-assessments of performance in various classroom task areas were generally positive with over 50% excellent and good ratings in such things as lesson preparation and student evaluation. The best ratings (85% good and excellent) were in the area of personal relationships with students; the lowest rating was in assisting slower students. The professionals who were most helpful to first-year teachers were mainly other experienced teachers on the staff, and the principal.

Canadian schools would then seem to be already fulfilling for beginning teachers, a basic need recommended by the James Report in Britain:

Every school should regard the continued training of its teachers as an essential part of its task, for which all members of staff share responsibility.¹

From the statistical results and the comments of individual teachers, the following impressions emerge. Canadian first-year

1. Ibid, p. 11

teachers are all young people, relatively well-trained, and considerably specialized. They are positive about the way they see themselves and feel confident about their work.

Whilst it would be unwise to press comparisons between first-year teachers in Canada and those in other countries, it seems that the former do not get much, if any, advice from outside the school,¹ but can and do obtain much useful advice within the school, notably from other colleagues. This fact, together with the fact that they have excellent to good staff relationships in their schools, would indicate that they are well received into the profession.

At the same time, though mostly satisfied with their entry into teaching, and with their preparation for it, they are not afraid to be critical of certain aspects. No doubt schools, school boards, teacher federations, and university faculties of education will wish to give serious consideration to these criticisms.

Recommendations

In the light of the comments made by individual teachers, we make two recommendations:

(1) Increased Pastoral Responsibility by School Boards

School boards, as the employers of first-year teachers, might be much more meaningfully involved in helping and advising them.

Examples of professional help could include running courses/conferences for different groups and types of first-year teachers; encouraging them to see as much good teaching as they can by visits

1. v. Appendix II

to other schools, both in the board's jurisdiction and beyond it; assisting financially those teachers who wish to attend particular courses likely to benefit them; offering grants to local teacher federations to sponsor courses for first-year teachers; and encouraging principals to designate particular members of staff for pastoral, advisory roles with regard to all newly employed teachers.

Boards too might well be prepared to help first-year teachers with specific problems they may experience in their first year. Such help would vary in degree of depth or long/short term duration. But it could include, for example, such things as helping teachers with accommodation problems, inadequate facilities for leisure time, or boredom and even loneliness after a highly participative life on the university campus. School trustees should be encouraged to get to know their beginning teachers, both in an educational and social capacity, possibly inviting them into their homes or suggesting particular local interests and hobbies that are available, and people who share them.

It is important that these first-year teachers are not "over-mothered": they have been used to standing on their own two feet for close to sixteen years or so. But the main thing is that neophyte teachers know pastoral help is available on request. As one young teacher wrote to us (29 May, 1979):

I feel very strongly that more attention should be given to the new teacher. Speaking from my own experience, I found myself quite out-to-sea when, having to move into a strange area, not knowing a soul, having to find my own living accommodations and trying to get my work organized: I would have appreciated some help from my employer in regard to these areas. I had no guidelines to follow about the unit policies or even the school's policies and had to find out

about these as situations arose. It would have made my initiation much easier had there been some communication on the aspects at the beginning of the year.

School boards, through their provincial association, and in consultation with the teachers federations and university faculties of education might undertake experimentation into new types of joint-appointment. For instance, why not a combined appointment of consultant/adviser on school board staff and lecturer in the faculty of education, with particular responsibilities for first year teachers and interns? Such an appointment need not be permanent but could be made on a rotating basis.

Again, the three bodies might pool ideas to form a joint advisory team, travelling from school to school and demonstrating newer teaching strategies to all staff. A pantechnicon with a display of good modern work in schools might illustrate helpful resource materials and serve to extend teachers' own range of teaching. Most beginning teachers rarely get the opportunity to watch outstanding teachers at work in the classroom, and in this way they would have the chance, as well as the possibility of follow-up discussion on organizational problems, classroom management, teaching slower learners, etc. Such demonstration-teachers would not only be highly competent and innovative, but also skilled in the art of human relationships, demonstrable to beginning teachers in the classroom situation.

(2) Establishment of Cooperative Work-Study Programs

In 1966 the senior author suggested that: "there is a need to regard the first year of teaching as a natural extension of the train-

ing course."¹

Since then, many fruitful experiments overseas have been made to combine theory and practice in teacher education. In Sweden, for example, intending teachers have to provide evidence of at least eight months experience in the labor force before being accepted.

Canadian universities have established an honorable record too of innovation, in "sandwich" types of programs, some with great involvement of the teaching profession. But it is in the more general field of professional studies that a particularly significant development has been taking place. This is cooperative education, defined as:

*a process of education which formally integrates the student's academic study with work experience in cooperating employer organizations.*²

The criteria used are:

- 1) Each work situation is developed and/or approved by the institution as a suitable learning situation.
- 2) The student is engaged in productive work rather than merely observing.
- 3) The student receives remuneration for work performed.
- 4) The student-progress on the job is monitored by the institution.
- 5) The student's performance on the job is supervised and evaluated by both the employer and the institution.

-
1. The First Year of Teaching. National Union of Teachers, p. 12.
 2. Canadian Association for Cooperative Education, Directory 1978-79, p. 2.

- 6) The total cooperative work-experience is normally 50% of the time spent in academic study and in no circumstances will this figure be less than 30%.

Cooperative education may have disadvantages, e.g. it may not be best suited to certain types of students, some of whom might have problems adjusting to the alternating "sandwich" type of academic-work-academic cycle. University students in education might also find difficulties in combining work-study with on-going university courses (e.g. laboratory periods). But the corresponding advantages to students must also be fully considered, not least the proven gain to students in maturity of outlook, exercise of responsibility, increased self-confidence and skill in human relationships. Relevance of academic studies is enhanced and reinforced.

There are also periodic chances to test one's self if, indeed, this is the vocation one really wants. Waterloo and Regina Universities have done outstanding pioneering work in the field of many traditional (and newer) university disciplines. Why now not that of education?

As an added incentive, it should be noted that the teaching profession has long been desirous of greater involvement in teacher-preparation. Work-study would provide such continuous involvement. Another incentive is that the Canada Employment and Immigration Commission supports such a development and would provide cost-sharing with Provincial Departments of Education to mount pilot projects.

Apart from any intrinsic worth that these recommendations may have, both would have one other merit. For years, the profession of education has been fragmented. These suggestions would certainly provide on-going opportunities for school boards, teacher

federations, universities, and departments of education, to work more closely together in an area in which they all have an interest.

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UNIVERSITY OF PRINCE EDWARD ISLAND
CHARLOTTETOWN
PRINCE EDWARD ISLAND

FACULTY OF EDUCATION

May 1, 1978

Dear Teacher:

Perceptions of Teachers in Their First Year of Service

I am writing to ask for your support in a study which Dr. Bessai, of the University of Saskatchewan, and I are undertaking into Perceptions of Teachers in Their First Year of Service.

Some three years ago, we undertook a research study into "Student Opinions of Student Teaching" which was subsequently published by the Canadian Education Association. The cordial reception which that study received has prompted us to undertake a further survey into the opinions of teachers in their first year of service. We have received a good deal of encouragement, and would, therefore, be most grateful if you could take a little time to fill in the attached questionnaire. There is no need to put your name on it, unless you particularly wish to do so in order to keep in touch with us. You can be assured that strict anonymity will be preserved at all times. As you will see from the questionnaire, we are not undertaking any theoretical study, but simply seeking to obtain information which may be of help to teachers in their first year of service, and also to students in teacher education institutions across Canada.

When you have completed the questionnaire, we should be grateful if you would place it in the enclosed stamped, addressed envelope and post it to me here at the University of Prince Edward Island. Again, our grateful thanks for your assistance.

Yours sincerely,

Edward Edmonds

Dr. E.L. Edmonds
Professor of Education

/bc

SURVEY OF TEACHERS IN THEIR
FIRST YEAR OF SERVICE

Appendix I (b)

SECTION I -- Biographical Data

This section is designed to obtain general information about your background. Please check (✓) the category that applies to you.

1. Age Group: Under 20 ☐
20 - 22 ☐
23 - 25 ☐
Over 25 ☐

2. Sex: Male ☐
Female ☐

- 3(a) Marital Status: Married ☐
Single ☐

- (b) Do you have 1 or more dependents under age 16?

Yes ☐

No ☐

4. Type of high school attended: Small (under 250) ☐
Medium (250 - 500) ☐
Large (over 500) ☐

5. Higher Education:

<u>Degrees Received</u>	<u>Dates</u>	<u>Universities</u>

6. Present Professional Qualifications:

Provincial Certification Level

I	II	III	IV	V	VI
☐	☐	☐	☐	☐	☐

7. Area(s) of Specialization in Teacher Training:

Preschool and Kindergarten ☐
Elementary ☐
Junior High ☐
Senior High ☐
Other ☐
(e.g. Technical
Vocational)

SECTION II -- Placement in the First Year of Service

This section is designed to obtain information about the type of school and classroom in which you are presently working.

1. What grade levels are being taught in your present school? (check all categories which apply.)

Kindergarten		☐
Elementary		☐
Junior High		☐
Senior High		☐

2. What is the approximate size of the enrollment in your school?

Under 50		☐
50 - 99		☐
100 - 199		☐
200 - 299		☐
300 & over		☐

3. Are you a subject specialist? Yes ☐ No ☐
 If yes, please indicate your specialties:

Reading ☐		Social Studies ☐
Language ☐		Health & Phys.Ed. ☐
Mathematics ☐		Music ☐
Science ☐		Art ☐

4. How many students are you responsible for?

under 15		☐
16 - 25		☐
26 - 35		☐
36 - 45		☐
over 45		☐

5. How much free time do you normally have during normal school hours in one week:

under 1 hr.		☐
between 1 & 2 hrs.		☐
between 2 & 3 hrs.		☐
over 3 hrs.		☐

6. Have you changed classes during this year? Yes ☐ No ☐
 Has your teaching assignment changed since the beginning of the school year? Yes ☐ No ☐

7. How would you rate your overall workload this year?

very heavy		☐
heavy		☐
normal		☐
light		☐

SECTION IV -- Assistance and Advice

This section seeks information about sources of assistance and advice which you have found useful.

1.		A Lot	Some	A Little	None
	(a) Superintendent				
	(b) Asst. Superintendent				
	(c) Consultant				
	(d) Principal				
	(e) Vice-Principal				
	(f) Department Head				
	(g) Experienced Teachers on Staff				
	(h) Fellow Probationer Teachers				
	(i) Staff Meetings				
	(j) Informal Staff Room Discussion				
	(k) Professional Literature				

2. List in rank order of importance the four most effective sources of help. Use the code letters from 1 above, e.g., (d) (e) (f) and (g).

1	2	3	4

SECTION V -- Concluding Statement

This section seeks information of a general kind on how you feel about your first year of service.

Comment on the degree of satisfaction and fulfillment you are experiencing in your profession at the present time. Add any other comment you may wish to make.

SECTION III — Problems Experienced in First Year of Service.

This section seeks your opinions about working conditions in your school and community and asks for a self-assessment of some aspects of your classroom performance.

	Rating				
	Excellent	Good	Satisfactory	Fair	Poor
1. How do you rate the <u>availability</u> and <u>quality</u> of the teaching materials and resources in your school?					
<u>Books</u>					
<u>Films and filmstrips</u>					
<u>Lab and demonstration material</u>					
<u>A. V. equipment and supplies</u>					
<u>Consumables (e.g., paper, cardboard, etc.)</u>					
<u>Maps, charts, etc.</u>					
<u>Gym and playground equipment</u>					
2. What is your assessment of the social climate and staff relationships in your school?					
3. How do you rate the <u>availability</u> and <u>quality</u> of the following in your community?					
<u>Living accommodation</u>					
<u>Recreation & leisure facilities</u>					
<u>Cultural amenities</u>					
4. Classroom Performance: At the present time, how would you rate yourself with regard to the following?					
<u>Making sufficient progress with class work</u>					
<u>Assisting slower students</u>					
<u>Discipline and overall class control</u>					
<u>Keeping up with preparation of lessons</u>					
<u>Student evaluation</u>					
<u>Ability to motivate students</u>					
<u>Personal relationship with students</u>					

A Comparative Vignette: Teachers in Britain
in Their First-Year of Service

In Britain, the Department of Education and Science recognizes as "efficient" any teacher who satisfactorily completes a first year of teaching; responsibility for the decision being made jointly by the employing Local Education Authority and Her Majesty's Inspector of Schools. By contrast, as is well-known, in Canada the period is three years before a teacher can be given "tenure" by the employing school board.

Following the publication of the James Report in Britain and the subsequent White Paper, "A Framework for Expansion," both the Department of Education and Science and the Local Education Authorities became more actively interested in induction programs for teachers in their first year of service. The Department of Education and Science proposed to initiate pilot schemes in five areas, which were subsequently reduced to two, namely Liverpool and Northumberland County. In these two areas, the preparation for the implementation of pilot schemes for an induction year took place (1973-74), the schemes themselves commencing in September, 1974. Both schemes envisaged an advisory committee and also both schemes made use of teacher-tutors (369 in the case of Liverpool for 387 schools, and 99 teacher-tutors for 87 schools in the case of Northumberland).

It should be mentioned that in Britain the administration of education rests with the Local Education Authority, almost all of which maintain an advisory team of officers who include among

their duties counselling of first-year teachers, as well as making the recommendation for clearance from probation (or in perhaps some 2-3% of cases, a recommendation for extension of the probationary period). Space permits reference to only two of these Authorities. In the Avon Authority, schools were encouraged to devise a "scheme of induction support," which envisaged a pattern of external support consisting of external tutors from nearby schools, with co-tutors from local College of Education staff. The four stage program of induction consisted of:

- 1) induction conferences at teacher centers early in the autumn term, at which tutor groups were formed;
- 2) tutor group meetings on a two to three week basis during the autumn and spring terms;
- 3) more specific topic provision for the first-year teacher in the spring term;
- 4) an overview conference with the first-year teachers in the summertime.

A more generally acceptable program of induction was devised by the Cheshire Authority under which four experienced secondary school heads were allocated to:

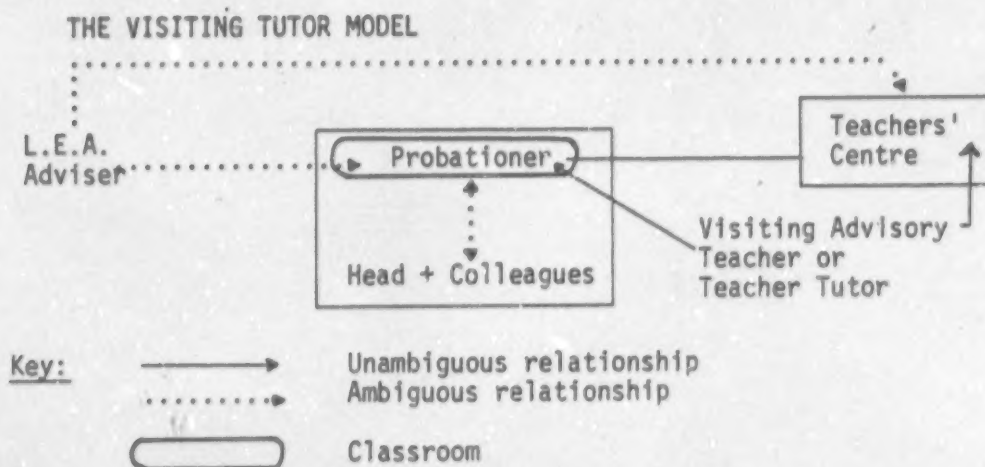
- 1) implement, as far as they were able, the suggestions for the induction of newly qualified teachers outlined in the James Report and the White Paper;
- 2) provide a personal service, advisory and consultative, to schools, and particularly to newly qualified teachers;
- 3) evaluate and report from time to time on the progress of

their advisory service, its effectiveness, the general response of the schools, and the newly qualified teachers;

- 4) consider collectively and with others possible future patterns for improving the service that the Cheshire Authority provided for its newly qualified teachers;
- 5) keep abreast of any new developments in the field of an induction year for first-year teachers.

Each of these four professional tutors was allocated a district, each of which contained on average about 120 teachers in their first year of service. All these teachers therefore are visited regularly, and their separate needs and problems, where they exist, become known and an early warning system of possible breakdown thereby created. Not all first-year teachers, of course, need this kind of help, but they do know it is there if they want to take advantage of it. The professional tutors have all found that their visits to schools have been welcomed by heads and senior staff and by the newly qualified teachers, a contributing factor to this being their own rich previous experience of teaching and administration.

This model of induction-training may be conceptualized as follows:



Sample Comment from a First-Year Teacher
(Section V of the Questionnaire)

To play a role in the moulding of a life is indeed a serious responsibility. Although my professional preparation was slanted towards Physical Education and Health classes, the personal preparation my prior job experiences gave me has helped me immensely in this, my first teaching year. As a remedial teacher in both language and mathematics at the junior high level, I have found my days very busy and seldom dull. A school enrollment of over 600, coupled with the three grades 7, 8 and 9 has resulted in a pupil teacher ratio of anywhere from 8:1 to 31:1--appalling statistics when one considers the importance 'individualized instruction' plays with these slow learners! Still, I am employed and the free hand the administration has given me has gone far in allowing me to develop (what I feel is) a viable program. Help is on the way next year, I am told, in the form of an additional remedial specialist!

In closing I must confess that despite my B.P.E. degree I had not really entertained a career in teaching--due mainly to the lack of discipline and respect I saw in the school system. Now, in the final weeks of this my initiation year, I have come to realize that I am indeed teacher-material--not so much for the education I have as for the person I am--and that realization is a comfort.